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IDENTIFIERS *Tanzania

ABSTRACT

The case description of an adult education program in Tanzania contained in this document is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The Training for Rural Development project described is a comprehensive program to train government personnel to assist villagers in improving their quality of life. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

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ED311186

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: TANZANIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29O/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
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*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
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*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
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*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
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*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name AIDA ISINIKA (MRS) Phone number 255-064-226

   Organization T.R.D.C RUAHA

   Street Address P.O. Box 254

   City or Town IRINGA State or Province IRINGA

   Nation TANZANIA

2. Check whether this case is based on

   (✓) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   TRAINING FOR RURAL DEVELOPMENT - IRINGA REGION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. AGRICULTURE

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   MINISTRY OF COMMUNITY DEVELOPMENT, CULTURE, SPORTS & YOUTH

6. Basic characteristics of service area

   A. 56,449 Km^2 geographic size (such as square miles or kilometers)

   B. 1,082,977 population (number of people living in area)

   C. 23% increment urban/rural (density of population)

TRAINING FOR RURAL DEVELOPMENT

A CASE FOR IRINGA REGION--TANZANIA

SETTING

The training for rural development project is a comprehensive program involving training government personnel at various levels who are then assigned to train villagers with the objective of helping them (villagers) improve their quality of life. It is village training this case is going to focus on.

When this program started back in 1979, it was jointly funded by the Tanzanian government and the United States of America through the Agency for International Development (A.I.D.). Since the end of 1985 however the Americans withdrew. So at present the program is run solely by the Tanzanian government. There have been short term extensions by the American government but these have been made to facilitate shipping of goods procured prior to December 1985.

With the Tanzanian government, the program was until November, 1985 under the Prime Minister's Office. Since then it has been transferred to the new Ministry of Community Development, Culture, Sports and Youth referred to below as the parent Ministry. The

entire program covers five regions namely Iringa, Mbeya, Rukwa, Ruyuma, and Arusha. All these regions are characterised by a high agricultural production potential. The Coordination Office is in Dar es Salaam (the head office of the parent Ministry). In this study I am going to describe the training program as it is run in Iringa region. What is happening in other regions is a replica of the Iringa case with minor variations.

Iringa Region is situated in the Southern part of Tanzania with an area of 56,949 square kilometres. It is divided into five administrative districts covering 599 villages. A village is the smallest administrative unit in Tanzania. It consists of between 350 and 400 households on the average. There are larger villages with more than 600 households while others fall below the average.

OUTCOME

1. GOALS

The goal of this program has remained the same since its inception. As started in the initial project paper, the broad goal was to strengthen the managerial and technical capabilities of the decentralised rural development institutions, to contribute to expanded rural services and enhance self help activities by individual farmers and cooperatives. More specifically the objective

was to develop a model rural development training system focused on increased agricultural production and a higher income level in five high potential regions (Iringa, Mbaya, Ruyuma, Rukwa and Arusha) in Tanzania. Realisation of the above goal was based on the assumption that the Tanzanian government will continue to support the project objectives at all levels and provide the necessary resources and facilities in time.

These goals were set based on the experience from a preliminary survey conducted between 1979 and 1981. Findings revealed that among the many factors hampering agricultural production in rural Tanzania, lack of good knowledge based in matters related to leadership, organization and agricultural technological knowhow topped the list. Although a training program by itself cannot solve all of Tanzania's rural development problems, it was seen as a good starting point. The unique feature of this program are its systems approach, its multidisciplinary nature and the systematic problem solving technique using as much as possible locally available resources.

At the national level the program is headed by a national coordinator. The coordinator is answerable to a National Coordinating committee (NCC) comprised of all ministries responsible for rural development. They include the Ministry of Agriculture and Livestock, the Ministry of Community Development, Culture, Sports and Youth, the Ministry of Natural Resources and Tourism, the Ministry

of Cooperatives and lastly the Ministry of Regional Administration. The Principal Secretary of the parent Ministry chairs the NCC while the Coordinator is the Secretary. The NCC meets at least twice a year to review progress and recommend modifications where necessary.

At Regional level, there is a regional Coordinating Committee (RCC), composed of regional heads of the NCC member Ministries. The Regional Development Director (RDD) chairs the RCC and is also a member of the NCC. The Regional Coordinator is secretary to the RCC. In each project region there is a centre for residential training (TRDC). For Iringa region the centre is Ruaha TRDC. The Principal of the centre is a member of both the RCC and NCC.

The regional Coordinator is responsible for supervising a team of trainers who conduct training in the villages and at the training centre. There are two categories of trainers. Regional trainers come from all cooperating ministries in the Region. These trainers carry out their usual responsibilities and TRD work. Since most of them are extension workers of their respective Ministries, TRD work fits in well. The distribution of their time between TRD activities and their other duties varies from one trainer to another. On the average most of them spend 20% of their time in TRD activities. The second category is that of centre trainers. These work hand in hand with regional trainers to conduct needs assessment, village training, village follow-ups, and impact

surveys. They also run most of the residential courses and maintain demonstration projects which support training. All trainers meet at least twice a year at a regional conference to review progress and set new goals. At the district level there is no Committee, nevertheless district authorities are involved through district representatives to regional bodies. In fact it is the districts which ultimately select villages that join the program. Moreover, most of the regional trainers work within district offices.

2. BENEFITS

Once a village joins the TRD program it stays on for three years during which time it is anticipated that some positive changes will have been initiated. In the course of this period the village attends at least two residential sessions. Regular follow-ups are made thereafter to help villagers achieve their set goals and trainers assess new training needs. Each year the centre conducts at least four introductory residential courses, two technical sessions and go for follow-up to about 35 villages. The centre served 33, 40 and 30 villagers during 1983, 1984 and 1985 respectively. (This includes villages from other regions as well.)

An impact study conducted by a team of local consultants in 1984 revealed that agricultural production (particularly that of maize)

had increased threefold in most TRD villages. Many more villages were growing vegetable gardens which improved both their nutrition and income. In many villages there was a shift in leadership style from a directive to a more participatory type. This led to increased attendance by villagers to village meetings and other communal activities. There was as much as 90% increase in some villages. In general more villages appeared to be taking initiative and responsibility to solve those problems that are within their control.

THE PROCESS

1. PLANNING

Training activities are planned and implemented around the Tanzanian financial year beginning in July ending in June the following year. At the beginning of the financial year, the regional coordinator convenes a trainers' conference to review past performance and set goals for the new year. An action plan is drawn. To follow the process clearly, let us take the case of one village from the time it joins the programme.

Selection of villages to join the programme is done by district authorities together with the regional coordinator. After a village has been selected it is informed that trainers will be

visiting it on a specified date. The first visit is called village intervention. Intervention is done by a group of three or four trainers. They stay at the village for two weeks. During that time they get to know village activities and problems. This they do through observations, informal conversations and questionnaire administration. On the first day, they introduce themselves to village leaders and try to create a warm friendly atmosphere through informal talks, answering any questions.

On the second day they arrange a meeting with the village government where the objectives of the training programme are explained. During the meeting the village leaders select villagers who will be interviewed. The criteria for selection are that they must be representative villagers (within the productive age - between 18 and 60 years) who are household heads. About half of the interviewees must be women preferably female heads of households. The sample includes 30 average villagers, 12 village council members and at least two village technicians (teachers, extension workers, health technicians, etc.).

There are three types of questionnaires. The first schedule is administered to all interviewees. It attempts to get socio-economic information from an individual perspective. The second schedule is used for village council members and village technicians while the third is for a group interview to village council members focusing on communal activities.

After interviewing is completed, trainers do preliminary processing to determine initial training needs. Based on the identified needs, the first village introductory training session of about 20-40 hours (3-7 days) is conducted. All villagers are invited to participate. Before the end of the village training session trainers and participants select 15 villagers who will attend residential training at the centre on a later date. The group of 15 must include both men, women, village leaders including the village chairperson or secretary and village technicians. To encourage participation, it is explained that while knowing how to read and write is an advantage it is not an exclusive criteria. Non literate participants have shown active participation. Also provision is made at the centre for nursing mothers.

A month or so after intervention, the village is called upon to send selected participants for a four week introductory residential training. If those selected for some reason cannot attend, replacements are accepted but not encouraged because it distorts representation of the various village sectors. Where local buses are available participants travel to the centre by bus and get refunded, otherwise the centre sends vehicles to collect them. This is done to encourage attendance because travelling by bus in Tanzania is very difficult. The centre can accommodate sixty people which means four villages for introductory and twelve villages for one technical course.

During introductory residential training, emphasis is on those factors that strengthen village leadership. Among the aspects covered are communication, leadership styles, project planning, implementation and coordination, community development and the role of women in development. Such technical subjects as agriculture, livestock management, natural resources, particularly forestry, cooperatives, and home economics are also introduced. Based on the four weeks training, towards the end of the course, participants draw plans of action to be implemented at home called back home plans. These are prepared in groups by village. They might involve starting new projects or simply the transmission of knowledge acquired at the centre to the rest of the villagers through seminars and group discussions. A copy of the back home plan remains at the centre becoming the reference for follow-up. Experience has shown that it is good if a trainer is present at the village when participants begin implementing the plans at their villages. Also during the course of implementation which is usually one growing season (six to nine months), at least one follow-up visit is made. Remedial training might be done at the village if necessary.

After a village has completed one year with the programme it is considered ready to come for residential technical training. Trainers go to the village for between three and four days to assess technical training needs. Technical courses are offered in agriculture, livestock, natural resources, cooperatives and home economics. Each village selects five participants for training at

the centre. During technical training twelve villages with similar needs train together. Definitely the needs are not exactly congruent; however it is felt that a mix of villages is more conducive to knowledge exchange. Villagers learn from each other's experience. Technical courses run for two weeks per subject. To avoid frequent travelling, a village comes for two technical courses at a time and therefore stays for four weeks. Practical work is the backbone of technical training. The centre's demonstration facilities come in very handy. Again at the end of these sessions participants prepare new back home plans for the particular field they have been training in. Trainers continue the follow-up process. A second and third technical course follows after about twelve months interval. So over the three years interval a village will have attended one introductory residential and at least two technical courses. At the end of the third year a final impact survey is done. Although a village graduates from the programme after three years, villagers and village leaders are welcome for consultations when they have problems.

METHODS

As mentioned earlier, participants in this programme are villagers of age ranging from 18 years to 60 years. Their educational background varies to include both literate and illiterate participants. The training programme, taking the village as the basic

system attempts to enroll both men and women as well as representatives of the various socioeconomic groups of the village. Although a village is a rather small geographic unit, there is observable difference in levels of development between its members. The program aim is to reach the whole village banking on the multiplier effect. Since at least four villagers train together, participants have a lot to learn from each other.

The "experiential learning method" used in this programme is among methods used in andragogy in other parts of the world. The underlying principal of this method is that people engage in learning with the anticipation of the new knowledge leading to changed behavior (hopefully positive). After new knowledge is grasped, the learner consciously or unconsciously takes the information through a four stage experiential cycle (the ELC) whose stages are experiencing, processing, generalization, and application. In the first stage, experiencing, the learner tries to understand the information. If the knowledge is psychomotor it means trying it out. Processing involves recounting the information to understand it further. Then the learner generalises and establishes patterns, principals or laws for later application under similar circumstances. The length required to complete the cycle varies. The learner does not have to internalize the new knowledge if it does not suit their needs. Thus sometimes knowledge is rejected and people continue with their old ways.

To help learners go through the cycle, facilitators use a variety of methods including group discussions, role plays, games and lecturettes. Technical courses add on field practical demonstrations and field trips. Video feedbacks support leadership and communication sessions especially. The centre has a well equipped audiovisual unit which trainers use to prepare teaching aids. There is also a microcomputer section to assist trainers sort out training needs and store training records. All trainers must undergo a training of trainers (TOT) to get elementary skills in training adults and the application of the ELC method.

The experiential learning method banks on participants as a major source of experiential knowledge. The facilitator helps to guide the process of knowledge exchange and its application. The trainer fills any gaps with lecturettes. These methods have proved very good for training villagers; their participation during sessions has been high. Although there are no examinations, knowledge retention can be said to be high, if changed behavior (increased agricultural production and changed leadership styles) are taken as proxies.

The TRD programme does not train based on a prescribed syllabus. From the needs assessment deduced after village surveys, trainers prepare training designs which state the goal and the method that will be used to achieve it. Well prepared and detailed designs are very crucial for effective training.

3. IMPROVEMENT

Continuous evaluation has been key to the success of the TRD program. Each time trainers go back to a village for needs assessment, they also help villagers rectify any arising problems. Also the fact that a village comes for centre training several times, reinforces and consolidates new knowledge. At the end of three years there is an impact follow-up measure whether or not TRD's goals have been achieved. Mistakes and problems observed in graduating villages are used as a guide to avoid repeating similar errors in continuing villages.

The performance of trainers is reviewed during the annual trainers conference. Through a needs assessment questionnaire, trainers specify their areas of weakness and remedial mini-TOTs are held to sharpen facilitators' skills.

4. PARTICIPATION

Villagers attendance to residential courses has been high and dropouts have been almost nil. Average attendance to introductory residential is 83%. Technical courses have averaged 85%. In fact for some villages there are participants who have come back for all residential sessions. This high attendance is attributed to the special consideration given to villagers' activities. The

action plan is prepared such that residential courses are conducted during labour off peak periods such as soon after planting but before weeding, or after weeding but before harvest and after harvest just before field preparation. Other considerations are the non exclusive reading and writing requirement. To attract more women, arrangements are made to cater for nursing mothers. As there is no childcare facility at the centre, they are allowed to attend sessions with their children or go out to care for them whenever necessary. Providing for nursing mothers has proved to be very attractive for interested women. Social activities include occasional film or video shows, traditional dances and visits to a nearby village.

INPUT

1. PARTICIPANTS

So far 720 people from Iringa region have gone through the centre. Ruaha training centre had prior to 1986 been taking participants from other regions as well. 1696 participants have attended training here and Iringa region sent 42% of these. Women represented 23% of all Iringa region participants.

2. NEEDS

Tanzanians' development needs are numerous. There is not enough food, inadequate schools, poor roads, not enough medicine, the list grow on and on. At the village, the low level of economic development is manifested by a low standard of living. Tanzania is among the 25 poorest countries in the world with a real per capita income of 1175.00 T shs in 1985. One T shs was equivalent to Tanzanian shillings; 18.00 T shs was equivalent to one dollar in 1985. The shilling has since been devalued to 40.00 shillings to a dollar and is under regular review.

Agricultural land is not limiting nor are there landless people as such. The government has long recognized that meaningful development hinges on raising the living standard of its rural people who form 85% of the population. Since the rural population lives off the land, developing them means increased agricultural production. As such farmers have to be assisted to farm better. Not that they have never been taught before, it was discovered that most programs past and ongoing attempt to take to villagers one message at a time disjointly. Often leading to results below expectations. The systems approach encompassing several disciplines was thus justified.

Indication for leadership and communication training needs became obvious after the 1979 preliminary surveys. The Tanzanian village is a complete entity with a village government, at least one

primary school and sometimes a health facility (e.g. a dispensary). Families own their own farms and livestock individually. The village government sees that there is law and order and supervises such communal activities as crop fields, livestock, shops, etc. Success for failure of communal projects very much depends on how good the village leadership is in planning, implementing and coordinating projects. Often times, villagers have enthusiastically heeded call to pool their resources for communal projects only to be disenchanted when they see such projects fail to deliver the promised goods. Sometimes villagers have seen projects they contributed to, going on well in the hands of a few people entrusted to run them, without their (villagers) getting any progress report nor any rewards. Normally villagers reaction has been apathy and withdrawal from any communal activity including attending meetings, no matter how appealing the cause might sound.

STAFF

The Ruaha T.R.D.C. is headed by a principal who is assisted by ten trainers. The teaching staff combine training and administrative duties. The administrative set up is such that under the principal there is a vice principal who is in charge of all training activities. The other nine trainers fit into the following departments--

- agriculture.....two trainers
- livestock.....two trainers
- natural resources.....two trainers
- community development.....two trainers

Center trainers work with regional trainers over the whole training process. Regional trainers participation in terms of the proportion of their time spent doing T.R.D. activities is about 20%. This is equivalent to four full time center trainers. Besides teaching staff, there are 34 center supporting personnel doing secretarial, catering, medical and general maintenance work.

4. CONTENT

There is no fixed syllabus to guide trainers, rather, needs assessment determines the exact content of a particular course. Experience has shown that often there is need to train villagers in all fields covered by this program namely leadership styles, communication, project planning, implementation and coordination, community development, agriculture, livestock, natural resources, cooperatives and the role of women in development. The needs assessment determines the areas which require more emphasis or special attention.

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5. FINANCES

It is difficult to exactly quantify the program cost because of its multidisciplinary set up. Although center and regional trainers are responsible for the day to day activities, the program's success depends on a lot more people at the national, regional, district, and local levels. It is not easy to give a monetary value to players whose roles are crucial but their participation in terms of time is low. Another thing is, there is a marked difference in the level of financing now compared to when there was joint Tanzanian government and A.I.D. financing. At the time being, there are funds from the regional administration, the parent ministry and all participating ministries whose staff work with the program (funds in terms of salaries). To get an idea of the cost magnitude, direct costs (1) for the year 1985/86 in T. shs. are rounded off as follows:

1. Training costs.....1,000,000 T. shs.
2. Center trainers salaries.....900,000 T. shs.
3. Regional trainers salaries.....100,000 T. shs. (2)
4. In kind contribution from AID.....500,000 T. shs. (3)

Total direct costs.....2,610,000 T. shs.

1. Direct costs include boarding, lodging, stationery, gasoline, minor vehicle and building maintenance.

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2. 20% of their gross salary.
3. In kind contribution from AID means stationery and other training materials stocked when AID financing was still available.

Staff wages take up about 42% of the total budget. It is again difficult to compare staff pay in relation to their occupation because each trainer continues to be paid by their respective employer. The program does not have a scheme of service nor a cross program staff ranking. Trainers qualifications range from those with two years post secondary school training (certificate holders) to those with masters degrees. Most trainers however have two years after secondary or high school. The salary they get depends on the ministry they work for. Participants do not pay any fees. if they had to pay attendance might have been nil.

6. FACILITIES

The center has three dormitories, a dining hall and two classrooms. Each facility can accommodate sixty people. There is an adequate supply of stationery and other training materials purchased prior to the termination of AID funding. The audiovisual unit has video systems, tape recorders, a film projector, a camera and a small darkroom. The agricultural sector maintains two hactres for field crops and one eighth of a hactre horticultural

garden. There are four oxen for oxinization training and preparing center fields. The livestock sector has 12 heads of dairy cattle, 3 bulls, six calves pigs, and a varying number of chickens (layers and broilers). There is a tree seedling, a bee apiary and one hactre of an agroforestry demonstration plot run by the natural resources sector. A small dispensary provides health services to participants and center residents. Four landrovers, one minibus, a peugeot car and three motorcycles provide transport.

7. OTHER

This program offers no financial or material incentives to attract participants. Given past experience where externally funded projects have created the impression that they could easily provide largess, be it in terms of agricultural inputs, this project is initially received by villagers rather coolly. After the initial training however they keep coming back for subsequent courses. Among the most frequently voiced request has been that the training period be extended. Over time trainers have come to realise that leadership training need to be approached cautiously. Where village chairpersons did not attend residential training, they tend to consider any talk about more appropriate leadership styles as a threat against them personally. Most of them have attended little formal training and tend to subscribe to the opinion that leaders are born not made. When such tensions arise between the village leadership and TRD participants, it has to be

diffused tactfully, seeking the assistance of district and regional authorities if necessary to avoid such conflicts altogether. Trainers try as much as possible to convince representatives of the village leadership to attend at least the introductory residential training.

EVOLUTION

Tanzania like many other developing countries gets development aid from many donor countries. TRD is a result of assistance from the American government. In 1978 after a visit by Tanzania's first president (J.K. Nyerere) to the United States of America, the Tanzanian government requested assistance in training and human resource development. The resulting program (TRDP) was wide in scope involving long term training for rural development personnel as well as villagers training. Staff development was only a means of achieving rural development, the ultimate goal. The project was phased, TRD one began in 1979 to 1982 while TRD two was supposed to run from 1983 through 1987. Unfortunately, the American government withdrew prematurely. The adverse effect of this move is already being felt. There has been a slowing down of the program's pace due to financial problems.

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INFLUENCE

Given the various evaluations by participants, trainers and outside teams, this program has been considered very successful in meeting its goals. Several factors contribute toward this end. The TRD slogan is "TEAM, WORK, UNITE". There has evolved a TRD spirit which plays a significant role towards creating one team of workers who are open, committed, cooperative and creative in helping to solve villagers problems. Other positive factors in the past have been a reasonable availability of funds and transport. The villagers' willingness to attend training is paramount. The program has through staff training development very effective horizontal and vertical linkages at the village, district, regional, and national level.

Currently the major hindrance to the program success is inadequacy of funds. The effect has been a reduction of the number of courses run and there could be a decrease of trainers in the long run as old staff get transferred by their employers to non project regions. Funds are needed to run TOTs in order to replenish trainers and sharpen the skills of old ones. Other negative influences have been inaccessibility of some villages during the rainy season, frequent vehicles breakdown due to bad roads and a slackening of the multidisciplinary spirit by some employers in the face of tighter budget.

OTHER

The TRD Program is very small relative to many other programs going on in the country. Its success however has been great. It has successfully brought together rural development personnel from different disciplines and levels, enabled them to focus as a team at helping solve problems of the village system. Although much has been said about team work and the systems approach towards rural development, the TRD program has made a bold effort to put theory into practice. While the current TRDP institutional set up might change in the long run, the coguative effect in adult learning and rural development imparted on everyone who has gone through the program is permanent. Hopefully this change will continue to positively influence rural development within and beyond project villages and regions.

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.